

Integrated Transition Unit

Essential Question: How can I complete my individual graduation plan to include educational and career options for my future?

Guiding Question: What personal assistance do I need for success? Where do I find materials/resources to meet my needs/interests? How can I apply effective communication skills to meet my needs?

Academic Expectations	Program of Studies	Core Content	Classroom Activities/Strategies	Assessments	Materials
<p>2.36: Students use strategies for choosing and preparing for a career.</p> <p>2.37: Students demonstrate skills and work habits that lead to success in future schooling and work.</p> <p>2.38: Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other post-secondary</p>	<p>-Interviewing, writing resumes, and application skills</p> <p>-understand vocabulary in context</p> <p>-identify writer's purpose and techniques used to communicate with different audiences</p> <p>-use writing to learn strategies to form ideas, and to complete tasks</p> <p>-apply writing to demonstrate learning strategies</p>	<p>PL-M-4.2.1 Interests and abilities can be identified through a variety of means (e.g., formal assessment, trying new experiences, job fair).</p> <p>PL-M-4.1.1 People work to provide for their wants (e.g., food, clothing, shelter) and often personal satisfaction (e.g., self-worth).</p> <p>PL-M-4.2.2 Jobs and careers differ in ways that match a person's interests, aptitudes, and career goals (e.g., salary, benefits, demands of job, work</p>	<p>INTRODUCTION <i>Analyze Explore Test</i> to identify strengths, weaknesses, aptitudes, interests, abilities and career goals. (Mrs. Shipley)</p> <p>ACTIVITIES Complete career interest and learning styles inventories and value-based inventories. (Mrs. Shipley)</p> <p>Create a collage by choosing pictures from magazines of both tangible and intangible items that you would like to have in the future.</p>	<p>Prepare Resume</p> <p>Prepare Cover letter</p> <p>Complete Job Application</p> <p>Oral Interview</p> <p>Open response</p>	<p>Mrs. Shipley (Counselor)</p> <p>Mr. Hall (Vocational school supervisor)</p> <p>18 Career Fair Speakers</p> <p>Career Clusters</p> <p>Job Descriptions</p> <p>Career Fair Packet</p> <p>Learning Style Inventory</p> <p>Interest Inventory</p> <p>Value Inventory</p> <p>Agenda Planner-Career Pg. 6-7</p>

training or to get a job.	<ul style="list-style-type: none"> -use organizational signals -write transactive pieces that demonstrate independent thinking about content and structure observed in informational reading- -access appropriate print and nonprint resources for group, collaborative, and or independent inquiry projects. -use technology to complete authentic tasks 	<p>environment).</p> <p>PL-M-4.2.3 There are resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) available for locating job and career information.</p> <p>PL-M-4.2.4 There are various post-secondary options (e.g., technical and vocational schools, 2 –year college, 4 –year college, apprenticeship, military service).</p> <p>PL-M-4.3.1 Opportunities for individual success are enhanced by identifying weak or negative work habits and making changes</p>	<p>Career Cluster Pictionary Vocabulary Activities from <i>Tools for Active In-depth Learning</i> Promote</p> <p>Career Fair- Interview career professionals matching career cluster</p> <p>Explore career resources: Internet; Occupational Outlook Handbook</p> <p>Mr. Hall discusses high school opportunities which relate to Career Clusters.</p> <p>Using newspaper research prospective employers/employment</p> <p>Write resume'</p> <p>Write cover letter</p> <p>Write interview questions</p>	Career Cluster Worksheet Career Cluster
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		<p>for improvement.</p> <p>PL-M-4.4.1 Certain academic skills (e.g., communication, research, math, science) are important to specific jobs and careers.</p> <p>PL-M-4.5.1 A resume' (a summary of a person's educational background, job experiences, and qualifications) is an important component in a portfolio.</p> <p>PL-M-4.5.2 The following communication skills are important when seeking a job/career:</p> <ul style="list-style-type: none"> • Business letter • Nonverbal communication skills (e.g., body language, facial expressions, posture, dress) 	<p>Examine Proper Interviewing Behavior</p> <p>Dressing Do and Don't</p> <p>Critique written Work</p> <p>Assessment See Following Column</p> <p>Reflection Write a Business letter to Mrs. Leach or Mrs. Pence convincing them that you know (or don't know) what you want your future to hold and the career path that you will follow. Include the tools that you will need in order to succeed or better identify the path that you want to be on.</p>		
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		<ul style="list-style-type: none"> • Verbal skills • Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer) <p>ELA-8-R-1 Students will read and understand a variety of materials, making connections to students' lives, to real world issues, and/or to current events.</p> <p>ELA-8-R-3 Students will analyze transactive reading material (practical/workplace).</p> <p>ELA-8-R-4</p>			
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		Students will evaluate the effectiveness of techniques and organizational aids (e.g., bullets, lists, layout, embedded visuals) in transactive reading materials.			
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